DOCUMENT RESUME

ED 183 030 FL 011 139

AUTHOR Vines, Lois
TITLE A Guide to Language Camps in the United States. Language in Education: Theory and Practice, No. 26.
INSTITUTION ERIC Clearinghouse on Languages and Linguistics, Arlington, Va.
SPONS AGENCY National Inst. of Education (DHEW), Washington, D.C.
PUB DATE Apr 80
CONTRACT 400-77-0049
NOTE 41p.
AVAILABLE FROM Center for Applied Linguistics, 1611 N. Kent Street, Arlington, VA 22209 ($3.95)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Annotated Bibliographies; *Cultural Education; Higher Education; *Language Instruction; Program Guides; *Resident Camp Programs; Secondary Education; *Second Language Learning; Teaching Methods
IDENTIFIERS *Language Camps

ABSTRACT

This guide brings together three types of resources for educators who need information about foreign language camps. A directory describes 26 such camps in 17 states. A contact person is listed for each camp. The Ohio University Summer Language Camp is then described in detail. Subjects covered include staffing, fees, activities for each time of day, scheduling, the camp booklet, creating atmosphere, final evening activities, evaluation, and college credit. The final third of the guide consists of an annotated bibliography of available publications related to foreign language camps. (JB)

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LANGUAGE IN EDUCATION: THEORY AND PRACTICE

26

A Guide to Language Camps in the United States

Lois Vines

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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FL011 139

Published by
Center for Applied Linguistics

Prepared by
ERIC Clearinghouse on Languages and Linguistics

This publication was prepared with funding from the National Institute of Education, U.S. Department of Health, Education, and Welfare under contract no. 400-77-0049. The opinions expressed in this report do not necessarily reflect the positions or policies of NIE or HEW.

Language in Education: Theory and Practice
Series ISBN: 87281-092-5

ISBN: 87281-114-X

April 1980
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By the Center for Applied Linguistics
1611 North Kent Street
Arlington, Virginia 22209

Printed in the U.S.A.

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INTRODUCTION

Purpose

For the past two decades language camps have been held regularly in the United States during the summer and on weekends throughout the school year. The purpose of this guide is to bring together for the first time (1) descriptions of language immersion events currently taking place across the country, (2) a detailed account of a week-long language camp (presented here as a working model for future sponsors), and (3) an annotated bibliography of publications dealing with language camps.

Definition

The term "language camp" has been chosen for purposes of this guide because it is the most common term used for describing foreign language immersion events held outside the classroom. Although the events might also be called institutes, villages, or live-ins, or referred to by names in the target languages, they all (1) take place in a setting where the target language is spoken almost continuously and used in everyday activities, (2) provide the opportunity for participants to engage in foreign culture-related activities that are not traditionally part of the classroom curriculum, (3) involve participants under the age of 18, (4) are nonprofit, and (5) are held in the United States. One-day programs (sometimes called "Language Fairs" or "Language Days"), which focus on competitive performances and academic contests, are not included in this study.

Organization

I. Camp Directory

The Camp Directory provides the names and addresses of sponsors along with descriptions of language camps in 17 states--Arizona, Colorado, Georgia, Idaho, Kentucky, Maryland, Minnesota, Nebraska, New York, Ohio, Pennsylvania, South Dakota, Texas, Utah, Virginia, Washington, and Wyoming. This information was obtained through a questionnaire that was sent out in August, 1978 to all the state foreign language consultants listed in the December 1977 issue of Foreign Language Annals. The consultants were asked to furnish details about language camps in their states (languages involved, number of participants in each language, fee, type of funding, campsite, dates, and sample activities). In most cases another letter was sent to the person directly involved with organizing the language immersion event in order to obtain more information or verify details.

Many camp directors were not aware of similar programs outside their own states and were eager to know what was going on elsewhere. Twenty-one consultants returned the questionnaire, saying that they did not know of any language camps in their states and indicated that they would like to know more about such events. Consultants in California and South Carolina reported language camps in their states, but confirmation of these programs could not be obtained. Readers are encouraged to report inaccuracies in the Directory and send descriptions of events not included to Lois Vines, Ellis Hall, Ohio University, Athens, Ohio 45701.

II. Ohio University Summer Language Camp

Section II of the Guide is a detailed description of the summer language camp held annually on the Ohio University campus. When the camp was organized in 1975, there had been very little involvement of university faculty members in sponsoring a camp for high school students. The description of the O.U. camp might serve as an inspiration for a cooperative effort between high school and college teachers who would like to organize a language camp. [Information in sections I and II of the Guide is in no way intended as publicity for particular language immersion events. Participation is limited to local students for most of the camps, unless otherwise indicated in the description. The aim of the Guide is to provide the opportunity for future camp organizers to get in contact with those who have had first-hand experience in sponsoring language camp programs. Enthusiastic language students in every state may someday have the chance to participate directly in a foreign culture without traveling far from home.]

III. Annotated Bibliography

Material in the first section of the Bibliography deals with the programming, staffing, funding, and evaluation of language camps. In the second and third sections, sources of activities and materials appropriate to these events are listed and briefly described. The documents have come to my attention through my own research and through a computer search of the ERIC data base. The Bibliography is presented here as a basis on which to build a complete listing of material on language camps.

I. LANGUAGE CAMP DIRECTORY

Background

In the summer of 1961, 72 young people gathered at a lakeside camp in Minnesota to speak German intensively and participate in activities typical of the target culture. The success of that camp encouraged its sponsors at Concordia College to continue the summer program the following year and to provide similar experiences for speakers of other foreign languages. During the past two decades, Concordia has continued to develop its language camp program and has established additional campsites in order to accommodate the increasing number of young people interested in perfecting their foreign language skills and experiencing various aspects of a foreign culture. This summer (1980) over 2000 students from 30 states will participate in Concordia International Villages, where seven different languages are spoken.

In the 1960s the language camp idea began to spread across the country. A summer language camp funded by a federal grant was organized by the Minneapolis Public Schools in 1965 to provide a stimulating foreign cultural experience for above-average junior high school students from low-income families. Foreign Language Day Houses were sponsored by the Chicago Public Schools during the sixties to stimulate interest in the study of foreign languages. Nine states now host nonprofit summer language camps lasting at least one week (Arizona, Georgia, Maryland, Minnesota, Nebraska, Ohio, South Dakota, Texas, and Utah), according to information gathered for the present study.

By far the most common type of language camp is the weekend language immersion event held during the academic year. In 1969-70 an innovative model for weekend camping was initiated by language educators in Jefferson County, Colorado. Their program is based on the notion that any school system or a combined effort of smaller systems can rent a campsite and convert it into a simulated language village, where the atmosphere of the target culture is recreated through the exclusive use of the foreign language, passport and customs inspection, festivals, crafts, etc. The Highline School District in Seattle, Washington, also began sponsoring weekend language camps in 1969. The Friday-to-Sunday experience has proven to be stimulating and financially feasible for the greatest number of students. Weekend camps often involve the participation of people from the local community--native speakers, members of ethnic groups, skilled dancers or artisans, foreign cuisine experts. Since the early seventies, Concordia has sponsored a series of weekend

and "mini-week" camps during the academic year. Weekend camps are now held in at least 12 states, some of which have more than one district sponsoring events. Whether the idea for organizing a language camp was inspired by previous models or whether it sprang full-blown from the heads of its sponsors, the desire to share the best aspects of language camp programs is clearly evident from my correspondence with camp directors.

Funding

Fees paid by individual participants provide the major portion of funding for language camps at present. Of the summer camps identified in this study, fees for one week range from $60 to $125, with two camps charging $95 (1979). In the case of the $60 fee, camp facilities were provided free of charge. Weekend camps (Friday evening to Sunday noon) cost between $20 and $39. Camp organizers report that some outside funding has come from local ethnic groups, language associations, and county and state boards of education. In one midwestern state a summer language camp received a total of $300 from local language organizations.

Community groups particularly interested in promoting international understanding can be approached for financial support in the form of camp scholarships for deserving students. Weekend and summer language camps for high school students, sponsored in cooperation with a university language department, can benefit from services and materials provided, such as free duplication of materials, mailing of information, and use of lab equipment and materials. Camp scholarships are also offered by some colleges. Last, but certainly not least, students themselves can organize projects to generate funds needed for language camps. One group of high school students sold language-inscribed T-shirts and held a bake sale of foreign delicacies to earn money for language camp.

Federal funding for language camps is almost nonexistent. Grant descriptions focus on experimental projects rather than on the expansion of ongoing programs that have proven to be effective.

* * *

ARIZONA

Contact Person: W.M. Senner, Dept. of Foreign Languages, Arizona State Univ., Tempe, AZ 85281; 602/965-7211

Brief Description: A one-week German summer camp for high school students has been held since 1977 at the Arizona University campus in Payson. In 1979, 92 participants joined in outdoor activities, language practice sessions, singing, dancing, games, cooking, and field trips. Each participant paid $50, with additional financial support contributed by the university, AATG, and the German Government.

COLORADO

Contact Person: Larry McWilliams, Coordinator of Foreign Languages, Jefferson County Public Schools, 1209 Quail St., Lakewood, CO 80215; 303/231-2222

Brief Description: The simulated foreign "villages" in French, Spanish, German, and Russian were designed in 1970 to provide Jefferson County foreign language students with an opportunity to exercise their skills over a continuous three-day period. Students above the second year of language study and between the ages of 14 and 18 are selected to participate. Six camps are held each year. (For more details see Love and Honig, "Weekend Foreign Language Camps," p. 27.)

GEORGIA

Contact Person: Jean Fant, Director, The Governor's Honors Program, State Dept.of Education, State Office Building, Atlanta, GA 30334

Brief Description: The Governor's Honors Program is an instructional program designed to provide enriching educational opportunities not usually available during the regular school year to gifted tenth- and eleventh-grade students enrolled in Georgia's public and private secondary schools. Fifteen students in Spanish and fifteen in French are selected to take part in a ten-day intensive language program held on two college campuses in the summer. All expenses are paid for each student, who must be nominated by his or her classroom teacher.

IDAHO

Contact Person: Antonio Ochoa, Dept. of Education, Len B. Jordan Office Building, Boise, ID 83720

Brief Description: For five years weekend language camps in French, German, and Spanish have been sponsored by the Idaho Association of Teachers of Language and Cultures in cooperation with the Idaho Department of Education. Participants from central and southeastern Idaho gather at Cathedral of the Pines (Sun Valley), where they speak the target languages while taking part in games and short culture capsules, and sharing personal experiences. Each camper pays $20 (1979) for the weekend (Friday-Sunday), and the school district furnishes transportation to the site. In 1979 there were 80 participants in French, 30 in German, and 50 in Spanish.

KENTUCKY

Contact Person: Suzanne Keeslar, Dept. of Foreign Languages, Murray State Univ., Murray, KY 42071

Brief Description: A total immersion event called "Aventure 77" drew 60 participants in French on a fall weekend. Campers took part in games, singing, cooking, sports, and other activities carried out in French.

MARYLAND

1. Contact Person: Ann A. Beusch, Specialist, Foreign Languages, ESOL and Bilingual Education, Maryland State Dept.of Education, P.O. Box 8717, BWI Airport, Baltimore, MD 21240; 301/796-8300

Brief Description: A state-sponsored honors program for secondary students (grades 10-12) accepts gifted students in French, Spanish, German, and Russian. In the summer of 1977, the program was held on the campus of the Maryland School for the Deaf in Frederick, Maryland; there were 10-12 participants in each language, each paying a fee of $80 for the two-week session. The participants, selected on the basis of past achievement in foreign languages, test scores, and teacher recommendation, take part in activities that include films, music, skits, games, guest speakers, field trips, projects, and debates.

2. Contact Person: Philip Arsenault, Coordinator of Foreign Languages, Montgomery County Board of Education, 850 Hungerford Dr., Rockville, MD 20850; 301/279-3130

Brief Description: A summer day program, called "Foreign Language Immersion for Gifted and Talented Students," is sponsored by the Montgomery County Public Schools. Senior high school students who have completed level III of French, German, or Spanish and have attained a scholastic average of 3.5 or higher are eligible for admission to the program. Applicants must submit a 300-word statement expressing their reasons for becoming program participants and obtain a recommendation from their foreign language teacher. Fees for the full-day, four-week program are $44 for residents and $164 for out-of-county students. Only local students are encouraged to apply.

Participants sign a pledge to use only the target language. They participate in a variety of activities focusing on language as it relates directly to daily living situations and to the performing and fine arts. The program also includes conversations with native speakers; discussions based on current periodicals, newspapers, and films; and visits to embassies, foreign bookstores, and international organizations in the Washington, D.C. area.

The program was very successful in the summer of 1978, with 20 students in each language section (only French and Spanish were offered). Because of low enrollment for the summer of 1979, the event was cancelled, but the sponsors hope to revive the foreign language immersion program in 1980.

MINNESOTA

1. Contact Person: Odell Bjerkness, Director, International Language Villages, Concordia College, Moorhead, MN 56560; 218/299-4544

Brief Description: Concordia now has campsites for seven languages (Finnish, French, German, Norwegian, Russian, Spanish, and Swedish) located near several different towns in Minnesota. Concordia offers two types of programs: summer sessions and mini-camps.

Summer sessions. All seven Language Villages have three levels of instruction to meet the needs of students between the ages of 8 and 18. One-week sessions in French, German, Norwegian, and Spanish are reserved for young campers, 8-12 years old. Two-week sessions in all seven languages are open to students 9-18, whether or not they have had any foreign language training or experience. High school credit may be earned in a special four-week program for advanced students. In 1979 the cost of a one-week session was $125, and the two-week session was $255. Concordia also sponsors summer programs abroad.

Mini-Camps. Mini-Weekends (Friday late supper through Sunday noon) and Mini-Weeks (Thursday noon through Sunday noon) take place from October-May in French, German, Norwegian, and Spanish. Students from any school district are invited to participate and do not necessarily need to be accompanied by a teacher. The cost of a Mini-Weekend program is $39 (1979), which includes all instructional materials, room, and board. The cost of a Mini-Week is $49.

Anyone interested in receiving information, brochures, and the Interpreter, the Village newsletter, may do so at no cost by writing to the Director.

2. Contact Person: Jermaine D. Arendt, Consultant for Modern Languages, Minneapolis Public Schools, 807 N.E. Broadway, Minneapolis, MN 55413; 612/348-6014

Brief Description: Students in grades 7-9 in any Minneapolis public or private school can participate free of charge in language activities in French, German, Ojibwe, Russian, and Spanish at Camp Tamarac on the St. Croix. Camp facilities include eight villages (each with seven cabins and a lodge), a nature/media center, two dining centers, and waterfront facilities for swimming and boating. Tamarac's Modern Language Camp is sponsored by the Minneapolis Public Schools, the City of Minneapolis, and the Metropolitan YMCA.

NEBRASKA

Contact Person: Karen Mullen, Camp Director, International Language Camp, 316 S. 51 Ave., Omaha, NE 68132

Brief Description: A week-long language camp in French, German, and Spanish is held in July at a Camp Fire Girls facility near Louisville,

Nebraska. Students ages 11-17 from any school district as well as from other states are accepted. The total number of participants for all three languages is between 68-75. While speaking the target languages, the campers participate in sports, crafts, cooking, folk singing, Mardi Gras, and small conversation groups.

The major portion of the cost is covered by a $90 fee (1979) paid by each camper for the week. Fund-raising projects such as selling foreign language-inscribed T-shirts, foreign candies, and calendars contribute a small amount to the cost of running the camp. Several foreign language associations in Nebraska have contributed to the operation of the camp in amounts ranging from $50 to $300. In addition, the Nebraska Department of Education prints the camp brochure and sends out an initial mailing to all foreign language teachers in the state.

NEW YORK

1. Contact Person: Mildred Conklin, R.D. 3, Wilson St., Wolcott, NY 14590

Brief Description: Mildred Conklin and Stephen Murphy of North Rose-Wilcott High School have organized several types of total immersion experiences, including one held at the home of a teacher, an all-day interaction in the school with students from two or three other high schools, an annual overnight in the school with students from many other area schools present, and a weekend at an established camp. The directors report that all have been successful and have led to increased comprehension, fluency, and feeling for the language. Students above the first level are invited to participate in these programs. Separate activities or separate programs are planned for first level students. (See also Conklin and Murphy, p. 23.)

2. Contact Person: Paul E. Dammer, Chief, Bureau of Foreign Languages Education, The State Education Dept., Albany, NY 12234; 518/474-5927

Brief Description: Outdoor camping for modern language students is sponsored by the New York State Association of Foreign Language Teachers. Weekend immersion camps are conducted on a local or regional basis by teachers who have been previously trained by experienced language camp staff members. A cadre of trained individuals includes both secondary and postsecondary teachers/instructors. For information on specific camps contact Dr. Richard E. Hartzell, Pomona Junior High School, Pomona Rd., Suffern, NY 10901.

3. Contact Person: Marjory E. Clark, Norwich Senior High School, Norwich, NY 13815

Brief Description: Norwich High School has sponsored two weekend language camps a year since 1975. The site for each camp depends on the season of the year. In the fall, weekend camps take place at Rogers

Conservation Center in Sherburne, NY; in the winter, Colgate University French House in Hamilton hosts language campers while regular students are on break; in the spring, a YMCA camp with a lodge and cabins provides shelter and facilities for outdoor activities. Fifty participants in French have taken part in each of the weekend language immersion events. The staff is all volunteer and each participant pays a fee, which can be as low as $10 (one night at YMCA camp with participants bringing some of the food). More elaborate facilities with food included require a fee of $35 per student for the weekend.

In addition to organizing French language camps for her own high school students, Ms. Clark also serves as co-chairperson of the Total-Immersion Committee for the New York State Association of Foreign Language Teachers. The goal of the committee is to help teachers all over the state plan weekend language camps for students at all levels of achievement and ability.

(For a description of the summer program at Kenmore East Senior High School in Tonawanda, N.Y., see Hyatt and Aloisio, p. 25.)

OHIO

1. Contact Person: Dolores Brzycki, Center for Slavic and East European Studies, 344 Dulles Hall, The Ohio State Univ., Columbus, OH 43210

Brief Description: Since 1975, faculty members at Ohio State have sponsored a weekend Russian camp for high school students and teachers at a 4-H camp near Columbus. The camp takes place in the spring and includes about 125 participants. (For more details, see Ervin, p. 24.)

2. Contact Person: C. P. Richardson, Director, OU Summer Language Camp, Ellis Hall, Ohio Univ., Athens, OH 45701; 614/594-5795

Brief Description: For the past five years (1975-79), the Modern Language Department at Ohio University has sponsored a language camp for high school students. The week-long total immersion program in French and Spanish takes place the third week in June on the Athens campus. The purpose of the camp is to give language students in southeastern Ohio and bordering states the opportunity to improve speaking skills, communicate with native speakers, increase vocabulary, and broaden cultural experiences through the many activities organized by a well-trained staff. (For a detailed description of the camp, see pp. 14-20.)

3. Contact Person: Bonnie D. Lisko, Modern Languages Dept., Capital Univ., Columbus, OH 43209; 614/236-6916

Brief Description: Any high school student in third or fourth year French, German, or Spanish is invited to participate in the weekend

language camps sponsored by Capital University. Thirty students in each language spend a spring weekend together at a church-owned camp 30 miles north of Columbus. The many activities conducted in the target languages include games, nature hikes, folk singing, and small conversation groups. Meals served in the lodge dining hall represent the cuisine of the target cultures. A certificate is awarded to those who successfully complete the weekend speaking only the foreign language. The fee for each participant is $30 (1979).

4. Contact Person: Margaret Jacoby, German Language Summer Camp, Dept. of German, Univ. of Cincinnati, Cincinnati, OH 45221

Brief Description: Camp Waldland is designed to provide experiences in German language and culture for young people ages 9-12, whether or not they have had any previous German instruction. The two-week camp, sponsored by the German Department at the University of Cincinnati, is open to children of Ohio and surrounding states. The campsite is located on forest land near Perrysvile, Ohio. Activities include swimming, boating, soccer, singing, carnivals, folk dancing, and crafts. The fee is $225 for the two-week session (1980).

PENNSYLVANIA

Contact Person: Kathleen G. Boykin, Dept. of Modern Languages, Slippery Rock State College, Slippery Rock, PA 16057; 412/794-7312

Brief Description: "Live-Ins" in French and Spanish were sponsored by the Modern Language Department at Slippery Rock during the summers of 1975-77 in order to provide a meaningful language-learning experience that would both improve a student's ability to communicate in a second language and stimulate his or her interest in continuing to learn the language at a more advanced level. High school students spent a week speaking the target languages in a simulated foreign environment while participating in small-group conversations, informal cultural presentations, sports, games, crafts, music, and dancing. Each participant paid a fee of $90 (1977) for the week. Students could choose to earn one undergraduate college credit while participating in the program.

SOUTH DAKOTA

Contact Person: Reuben Peterson, Director of Language Camps, Box 2199 Humanities Building, Augustana College, Sioux Falls, SD 57102; Office: 605/336-5478; Home: 605/332-7275

Brief Description: Day-camp language programs in German, Norwegian, and Spanish take place for two weeks in June and July on the Augustana College campus. Activities include small-group conversation, games,

crafts, sports, and creative dramatics in the target languages. On the final day of camp there is an authentic meal from the foreign culture for each language group, followed by a program for parents and friends. Participants pay $45 for the two-week session.

The Augustana language day camps provide opportunities for young children to be involved in language activities during the summer. Level I in German is for children who have just completed grades 5 or 6 and who may not have had any previous contact with the language. Levels II and III are for children who are more advanced in German. Level I in Norwegian accepts students who have finished grades 4 or 5, with no previous contact with Norwegian required. A second level is also offered for children with more experience in the language. In Spanish, only the beginning level is offered for students who have just completed grades 5 or 6.

TEXAS

1. Contact Person: Dee Moynihan, MacArthur High School, 2923 Bitters Rd., San Antonio, TX 78217

Brief Description: An intensive language camp in French was held in the summer of 1977 on a ranch 70 miles from San Antonio where students spent a week participating in language instruction, games, cultural activities, and sports. The staff was all volunteer and the campers paid $67 (1977) for the week. The camp was cancelled the following year because of a flood that destroyed much of the facility, but the organizers hope to continue the event as soon as the camp is rebuilt.

(For a description of a language immersion program in Fort Worth, Texas, see Vick, p. 28.)

2. Contact Person: Pam Warren, Eisenhower High School, 7922 Antoine Dr., Houston, TX 77088; 713/448-8401

Brief Description: The "Germany in Texas Summer Camp" began in 1973. It was sponsored jointly by the Texas Chapter of the American Association of Teachers of German and a board of directors named by the camp originators. Now a nonprofit corporation run by a board of directors and a camp director, the summer camp continues to receive limited financial aid from the Texas Chapter of AATG.

In 1973 the camp had 16 students and five teachers. In 1978, 75 students attended the one- or two-week sessions, and 30 adults came for three weeks (including a one-week pre-camp training session). The training session was conducted by a professor hired by Texas Tech University and selected and approved by the camp's board of directors. The teachers received graduate (in some cases undergraduate) credit for the course through Texas Tech. In 1979 the camp was held at Texas Tech Center in Junction, Texas.

Each participant pays $125 for one week and $175 for the two-week session. During the mornings, students attend loosely structured class

sessions in which they are grouped according to their German-speaking ability and are given instruction and practice in handling specific situations encountered in Germany. In the afternoon sessions, participants attend workshops on folk dancing, cooking, singing, and so forth.

UTAH

Contact Person: A. Bruce Dursteler, Supervisor of Foreign Languages, Weber County School District, 1122 Washington Blvd., Ogden, UT 84404

Brief Description: The Weber County school district has sponsored week-long Spanish and German camps each summer since 1977. The camps are held at the North Fork Environmental Center, a district-owned facility located in a mountain setting north of Ogden. The facility has dormitories, a kitchen, commons area, patio, and storage area with a complete inventory of teaching materials. In 1979 there were 63 participants in the Spanish camp and 34 in German. The cost is $25 (1979) per student, with the district providing another $35 for each student. The language camp immersion programs are open to junior and senior high school students living in the Weber County district. The camp director reports that the demand for the language camp program exceeds the resources available.

VIRGINIA

Contact Person: Donald B. Pruitt, Asst. Prof. of Russian, Dept. of Foreign Languages and Literatures, James Madison Univ., Harrisonburg, VA 22801

Brief Description: In the fall of 1977 and 1978, the Department of Foreign Languages and Literatures at James Madison University sponsored Lager Mir (Camp Peace). The weekend Russian camp was held at Camp Overlook, a United Methodist Church camp near Harrisonburg, where high school and college students from all over Virginia gathered to spend an informal weekend in a Russian-speaking community. Second year (and above) Russian language students attended, with their own teacher being responsible for the delegation. Participants pledged to speak only Russian as they took part in crafts, sports, chess, singing, and dancing. The fee for the weekend was $25, not including transportation. According to Dr. Pruitt, this is the first such camp on the eastern seaboard.

WASHINGTON

1. Contact Person: John Eiland, Highline Public Schools, Educational Resources and Administrative Center, 15675 Ambaum Blvd. S.W., Seattle, WA 98166; 206/433-0111

Brief Description: The Highline School District first organized weekend language camps in 1969; they have been held annually in French, Spanish, and German since that time. The events are held at Camp Waskowitz, the district's environmental education facility located about 35 miles from Seattle. In recent years, the camps have operated in conjunction with other school districts and have an enrollment of 85-105 participants in each language. Volunteer staff members must accompany students from each school, and they (the teachers and students) plan activities for the weekend.

2. Contact Person: Cenobio Macías, Woodrow Wilson High School, 1202 N. Orchard, Tacoma, WA 98406

Brief Description: Week-long language camps in French, Spanish, and German have taken place during the second week of spring quarter for the past four years (1976-79). Students miss a week of classes, but they have ten weeks in which to make up their work from other courses. The camps are held at Ft. Worden, a former Army facility 90 miles from Tacoma. The Tacoma Public School District sponsors the camp, with one-third of the participants coming from outside the district. The total number of participants in French, Spanish, and German cannot exceed 90 because of dormitory accommodations. Fee for the camp (Mon.-Fri.) is $75 per student (1979). A higher fee is charged for students coming from outside the district. Some of the activities included in the camp are cooking, crafts, folk dancing, hiking, singing, soccer, stained glass, and telegraphy. Students must have had at least three years of French, German, or Spanish and be recommended by their language teachers in order to participate.

WYOMING

Contact Person: State Dept. of Education, Hathaway Building, Cheyenne, WY 82002; 307/777-7411. Ann Tollefson, Natrona County High School, 930 S. Elm St., Casper, WY 82601

Brief Description: A three-day summer institute sponsored by Natrona County High School was held from 1972-76. Students and teachers in French, Spanish, and German help plan the activities for the total immersion experience. (For more details see Love and Honig, "Foreign Language Incentive Program [FLIP]," p. 26.)

II. OHIO UNIVERSITY SUMMER LANGUAGE CAMP

Opportunities for high school students to improve their skills in music, forensics, and sports are often provided on college campuses during the summer, but rarely are students given the chance to become more proficient in a foreign language, unless they can afford a trip abroad. For the past five summers, the language camp at Ohio University has drawn enthusiastic students between the ages of 13 and 17 to a week-long total immersion experience in French and Spanish. An average of 70 participants are housed in a dormitory, with different floors for each language group and separate wings for men and women. The facility also includes a large meeting area, several lounges, rooms for small-group activities, and kitchens for cooking classes. Although "camp" in this case does not mean bedding down in tents under the trees, it does evoke the fun and comradeship that comes from living together and participating in well-planned activities. The first two years we had small but very enthusiastic groups in German; the third year there were too few applicants, and that part of the program had to be cancelled.

Preparation for the camp begins some eight months prior to opening day (the third week in June). Details of the event and application forms are sent to high school language teachers in Ohio and its bordering states. This material is first mailed out in October so that students can begin thinking about attending; then in March we send the same packet and ask teachers to encourage interested students to apply. The goal of the camp is to provide students with the opportunity to use the target language as a means of oral communication while they participate in such culturally oriented activities as singing, dancing, games, cooking, crafts, and sports. The foreign language is spoken at group gatherings and at all other times outside the sleeping rooms. Language tables are organized for lunch and dinner, with leaders sitting among the participants to encourage conversation. By participating in activities, students broaden their vocabulary outside the classroom and acquire self-confidence as they become more accustomed to expressing themselves in the language they have studied. A minimum of one year of training in the language is required. When surrounded by people speaking a foreign language, some participants go through the same bewilderment and culture shock that one might expect them to experience in a foreign country. These emotions and reactions make an interesting topic of conversation for the students and help prepare them for a future trip abroad.

Staffing

Selection of leaders is based on the following criteria: (1) fluency in the target language, (2) ability to communicate well with high school students, and (3) skill in teaching one or more activities. The ideal staff member is a fluent speaker with a sense of humor and a patient listener who can lead at least two activities. Another desirable quality that should be mentioned is personal dedication. Since the camp is run on a nonprofit basis and fees are kept as low as possible, financial remuneration to the staff by no means equals the amount of time, energy, and enthusiasm expended. Some volunteers are willing to lead an activity during the five-day period. The staff for a group of 70 participants includes a camp director, directors and assistant directors for each language, and three or four counselors for each group. At least two staff members in each language must reside in the dormitory as chaperons. Normally two or three of the directors are faculty members in the Department of Modern Languages at Ohio University, where they coordinate preparations that must go on during the academic year. Qualified high school teachers are actively recruited along with foreign students, who must fulfill the other two requirements for staff members (i.e., they must communicate well with high school students and be able to teach a specific skill). Native speakers are highly desirable because some participants have never met a person from another country.

Fees

Out of the $95 fee (1979), $50 goes directly to the University for room and board, leaving $45 for salaries and supplies. One advantage of having the event on campus is the availability of audiovisual materials and equipment as well as recreational facilities, for which there is no extra charge.

Morning Activities

Several weeks before camp begins, participants are sent a list of activities and asked to indicate two in which they would like to take part every day. The aim of the morning sessions is to provide a continuity of focus so that participants might acquire a skill in that activity and become more conversant about what they are doing. For example, in folk dancing the first session would be spent learning a simple dance as well as such useful expressions as "join hands," "circle," etc., and then more complex dances would follow each day. Since each activity group exhibits its skill the final night of camp, the spirit of competition is keen. A cooking class once made 70 miniature cream puffs for the entire camp to sample. For the afternoon session, participants are asked to choose two or three activities that are different from their morning interests and try them on a one-time basis. If they wish to continue they may, but they must participate in at least two afternoon sessions during the week. A student might join the singing group the first afternoon, take a cooking class the next, and try folk dancing on the following day.

Each year certain activities are dropped and others added, depending upon participants' interests and the success of the activity. One summer, French participants enjoyed making their own puppets and performing a short play. The following year this activity was selected by so few participants it had to be cancelled. We then experimented with videotaped dramatics, which turned out to be very successful. The following list includes the most popular activities in the Spanish camp. (An asterisk indicates similar activities used at the French camp.)

*Folk Singing: Learning songs in Spanish from various countries (including Puerto Rico, Cuba, Mexico, and Spain). A booklet with words to the songs is given to each participating student. These songs are perfected, and some are performed at the final evening festivities.

*Folk Dancing: Learning various folk dances (including some from Mexico and the Caribbean area). A tape of the music and a description of the dances are given to each participant to take home so that he or she might teach others. Several dances are performed in costume the final evening.

*Cooking: Each session is spent preparing a Mexican or Spanish dish, learning about the country, and practicing vocabulary necessary for preparation of the food. A booklet with recipes used in camp and useful expressions is given to the participants so that they can continue their interest at home.

Arts and Crafts: Instructions and lessons in Spanish are provided for the construction of piñatas (the papier mâché figures so common in Mexican celebrations), ojos de dios (a diamond-shaped yarn and wool hanging with origins in the culture of the Indians of northern Mexico), and paper flowers (common at fiestas and other Latin American celebrations). All crafts are put on exhibit the last evening, and students may take them home.

*Newspaper (journalism): Participants interested in perfecting their writing ability are given the opportunity to write articles, news announcements, an advice column, crossword puzzles, etc., which are published in the camp newspaper at the end of the week and distributed to all participants.

*Dramatics on Videotape: Participants prepare short skits or write their own spoofs on TV commercials, game shows, etc., and record them on videotape. The best ones are chosen for viewing by the whole camp on a large TV screen the last night.

Our goal is for the participants to enjoy the activities each day and to acquire the skills to share their interests with classmates or language club members at home.

Afternoon and Evening Activities

The first year of camp we required that students participate every day in the activity session after lunch. We found that their energy and

interest began to lag at that time, so the following year we asked them to participate two days out of five. This system worked better, because those who were enthusiastic took part every day, and those who were worn out had time to recuperate for activities later in the day. During the free time period (3-5 p.m.) the staff took a much-needed break, but language projects were still available to the students--Monopoly, Scrabble, and card games all in the foreign languages; videotape players with cartoons; and music from different countries on tapes and records. For those who sought physical relaxation, all the sports facilities of the university were open to the participants, including tennis, swimming, and handball.

An after-dinner activity that has become more and more popular each year is soccer. Since the game is typical of countries where French and Spanish are spoken, teams were formed in each language group. The two teams soon became keen competitors, thanks to the excellent instruction from the Venezuelan and Algerian students on campus, who eagerly taught the game while speaking the target languages. Many female participants learned to play for the first time, while the other campers preferred to cheer in French or Spanish from the sidelines. When it became too dark to play, everyone returned to the dorm to dance at the international disco, see feature-length movies and shorts, or participate in bingo, spelling bees, and cultural quiz competitions, all in the target languages.

A Wednesday afternoon picnic excursion makes a nice break in routine. We took the participants to a state park where they could swim, hike, and improve their outdoor vocabulary by taking part in a special scavenger hunt. We gave them a list of 20 items in the target languages (they had been told to bring dictionaries), divided them into teams of two persons, and gave a prize to the first team back with everything on the list. The list had been carefully thought out in advance so that no harm would be done to the park. For example, the only flower on the list was the dandelion, which grows abundantly in the fields. Leaves from various trees had to be dead ones. We also included such expressions of measurement as "six centimeters of dead bark" and "a pinch of sand." A treasure hunt can also be planned, if one has knowledge of the terrain in advance.

Scheduling

Each year we reevaluate the distribution of time, taking into consideration the opinions of participants who complete a final evaluation form. Although we want to avoid the rigidity of a classroom schedule, too much free time and lack of structure can be detrimental to the goals of the camp. Responding to the suggestion of participants, we added a morning conversation period immediately after breakfast in order to get the day started in the target languages. Students are divided into groups of four or five according to their oral proficiency level. A staff member works with each group, using techniques appropriate to the level. During the rest of the day's activities the students are no longer divided according to their ability to speak.

7:00-8:00	Breakfast
8:15-9:00	Conversation groups
9:05-10:15	Activity I (same each day)
10:20-11:25	Activity II (same each day)
11:30-1:00	Lunch (Language Tables)
1:15-3:00	Activity III (varies each day)
3:00-5:00	Free time
5:30-6:30	Dinner (Language Tables)
6:30-8:30	Organized group activities outdoors
8:30-10:30	Organized group activities indoors
11:00	Lights out

Camp Booklet

Each participant receives a booklet containing the above schedule, a list of activities and where they meet, information on recreational facilities available during free time, a list of names and addresses of all participants and staff, words of songs for group singing, recipes for cooking classes, descriptions of folk dances, maps of the countries where the target languages are spoken, and a list of many useful expressions. All the menus from the cafeteria are translated into the target languages and included in the booklets, which are compiled by language. These booklets are available to participants only and are completed just before camp begins.

Creating Atmosphere

Much of the fun and instructional value of the camp is provided through attention to details. On arrival day, the lobby of the dormitory is decorated with many flags, streamers, and posters. French and Spanish staff members play the guitar and sing, while others dressed in native costumes help the students register. A "passport" (meal ticket stapled inside) is issued to each person with instructions to carry it at all times, thus teaching one basic responsibility of traveling abroad. After passing through the customs area, where the participants are asked in the target language if they have anything to declare, the "passport" is stamped (in the language) and the registration process completed. The sleeping rooms are identified by signs indicating capital cities in Latin America for the Spanish group and major cities in France for the French speakers. It is much more interesting to reside in Buenos Aires or Paris than in Room no. 256 or 305. Maps of the foreign countries are taped to the walls of the corridors so that the less-known cities can be located geographically. The second night of camp, a blank map is given to each participant and a prize awarded to the person who can situate correctly the greatest number of cities used as room locations. Bathrooms are also decorated with instructional materials. Signs are taped to mirrors using the imperative form of verbs: "Brush your teeth," "Hang up wet towels," "Turn off the light," etc.

An international bazaar stocked with small flags, picture postcards (with scenes of Paris), comic books in the target languages, buttons with slogans, dictionaries, games, and so on, is open on arrival day and

for a short time each evening. The small profit from the sales is used for other camp activities, e.g., a cheese-tasting party the first night. Camp participants are surprised to find that they like most of the ten different cheeses offered, which, they say, they would never have had the courage to order from a menu. We ask them to write down in their camp booklet their three favorite types so that they can try some when they travel abroad. A similar favorable attitude is expressed in cooking classes, where "weird" dishes are found to be very tasty. Broadening of gastronomical experience is an important part of appreciating a foreign culture.

Final Evening Awards and Festivities

The grand finale of camp activities takes place on Friday evening before Saturday morning departure. All participants, along with members of the community, enjoy the craft exhibition, folk dancing, singing, dramatic performances, and the presentation of awards. Each student receives a certificate of participation (written in the target language), and many are singled out for special recognition. A prize goes to the person (or persons) who has made the greatest effort to speak the target languages, to the champion spellers in both languages, the winner of the quiz competitions, the winners of the labeling contest (at the beginning of the week a prize is offered to the roommates who can correctly label the greatest number of objects in their room; the record so far has been 215 by two 13-year-olds), to the persons with the best knowledge of the geography of the target language countries (as determined by two competitive games), and, of course, to the winning soccer team.

Evaluation

After the evening program, each student is given an evaluation form to fill out and return the following morning. The first question concerns the duration of the camp--was the camp too short or just about right? It was in response to answers to this question the first year that we expanded the time from three days (arriving Sunday, departing Thursday morning) to five (arriving Sunday, departing Saturday). The shorter period was less satisfactory because there was insufficient time to develop the morning activities, and the students felt that they were constantly being rushed. A longer duration gives participants time to acquire skill in activities but not to become bored. Although some interest has been expressed in a two-week camp, the higher fee would probably eliminate many interested students in the area. Participants are also asked what activities they liked best and least, what they would have done with more free time (was it too much or just right?), and what suggestions they would like to make for the planning of future camps. The overwhelmingly positive attitude expressed on the evaluations has been our greatest encouragement.

Unsolicited letters from teachers of former participants provide gratifying feedback as to the effectiveness of the camp program. One teacher wrote that her student had made remarkable progress in speaking and that his enthusiasm was infectious. A videotape of the final

evening's festivities and slides of camp activities, along with a narration, are available to all former participants for viewing in their language club meetings, where they often share the skills learned at camp.

College Credit

High school juniors and seniors with recommendations from their language teachers and principals can apply for admission to the university summer school with special student status in order to earn college credit in the language camp program. Eligible students can earn one to three hours of credit that will count toward the total number of hours needed to graduate from Ohio University, but do not count among the number of hours needed in the language major. A grade of CR (credit) is given, and the number of hours is determined by the performance of the student admitted to the credit program. This figure is based on the staff's evaluation of (1) a daily journal; (2) improvement in language skills during 30 hours of organized activities; and (3) improvement of speaking skills outside organized activities, as shown through conversations with native speakers and other staff members.

Participation in the language camp is limited to residents of Ohio and bordering states. When there are more than 35 applicants in each language (French and Spanish), Ohioans are given priority. For an application, a brochure, or more information contact C.P. Richardson, Director, O.U. Summer Language Camp, Ellis Hall, Ohio Univ., Athens, OH 45701.

III. ANNOTATED BIBLIOGRAPHY

The Organization and Evaluation of Language Camps

[Documents identified by an ED number may be read on microfiche at an ERIC library collection or ordered from the ERIC Document Reproduction Service, P.O. Box 190, Arlington, VA 22210.]

Arendt, Jermaine D. FL Camps for Center City Youth. The DFL Bulletin 6 (Oct. 1966):8-10.

The focus of the summer language camp initiated by the Minneapolis Public Schools and funded by a grant from Title I of the Elementary and Secondary School Act of 1965 was on providing a stimulating foreign cultural experience for above-average junior high school students from low-income families. The organizers believed that these students had the intellectual ability to do well in foreign languages, but lacked the motivation to pursue language studies in high school. The goals of the two-week camp were "(1) To enrich the background of experience of students living in culturally deprived areas by exposing them to speakers of other languages; (2) to stimulate the academically talented, but culturally disadvantaged, to be interested in other languages and peoples; (3) to provide a setting in which foreign language learning can be begun in an atmosphere of urgency, enthusiasm, and reality (i.e., a cultural island); (4) to stress learning that can be applied immediately to everyday activities; and (5) to develop methods of foreign language instruction which are particularly suitable for the culturally deprived." Using French as the target language, seven teachers and two high school students helped 80 campers learn short dialogues, perform a French play, acquire a broad, practical vocabulary, organize a Mardi Gras, and participate in sports. Although no detailed method of evaluation is described, the author states that "oral and aural tests indicated that the campers had learned rather well the material taught." A strong interest in French was developed along with a feeling of self-confidence among the participants.

Bouniol, Eileen C. Language Camps in the United States. 1967, 5 pp. ED 013 036.

An informal survey of state foreign language supervisors yielded data on 12 summer language camps. Program descriptions, schedules, sponsoring institutions, and the names and addresses of directors are included.

Boykin, Kathleen G. Strategies for Visibility and Recruitment for College and University Language Departments. In Personalizing Foreign Language Instruction: Learning Styles and Teaching Options. Edited by Renate A. Schulz. Skokie, IL: National Textbook Co., 1977.

At Slippery Rock State College (5500 students), located in a small rural community north of Pittsburgh, members of the language department have devised a number of programs to attract prospective students. The most successful summer events are French, Spanish, and German "Live-Ins." High school students who have studied the target language for at least one year come to the campus where they participate in many culture-related activities. The long-range goal of the sponsors is to provide language students with the incentive to continue their studies and to enroll in college language classes.

Brandt, T.O. Foreign Language Summer Camps for Children. School and Society 93 (Oct. 1965):372-73.

The author proposes two ideas in this short article. He advocates the creation of summer language camps for children where the foreign language would be spoken exclusively and suggests staffing the camps with foreign students in the U.S. on scholarships. Without mentioning skill in working with children or knowledge of techniques used in teaching one's own native language, the author enthusiastically endorses the visitors as counselors solely on the basis of their foreign origin. A two-month camp for young children is proposed, where "without any effort the campers would become familiar with a foreign way of life." The article is couched in rather idealistic terms and makes no concrete suggestions for creating a language camp.

Choldin, Hannah W. Foreign Language Day Houses. Modern Language Journal 52 (Feb. 1968):88-89.

For eight weeks in the summer, language students from all parts of Chicago meet four hours daily at the Chicago Circle Campus of the University of Illinois. Sponsored by the Chicago Board of Education, the program accepts all applicants as participants. To be eligible for the noncredit enrichment program, high school students must have had at least one year of foreign language study, and junior high students need two years of formal foreign language courses. Instruction in French, Spanish, and German is intensive and is based on a multimedia approach using films and other component materials. Students enjoy guided tours to art museums, concerts, foreign consulates, cultural centers, and foreign shops. Resource persons invited to talk with students are native speakers with a variety of backgrounds and skills. Other activities include folk dancing, film presentations, dramatic skits, and writing a foreign language newspaper. Chicago foreign language teachers have reported that students who attend the Day Houses "show improvement in oral comprehension and speaking." Participants also have a more serious attitude toward the study of foreign languages and appreciate different ethnic cultures, according to their teachers.

Conklin, Mildred and Stephen Murphy. Total Immersion Experiences. Foreign Language Annals 9 (Oct. 1976):442-43.

Several different types of total immersion activities are described, including an afternoon of language games for first level students and a weekend involving 165 people from 13 schools. The authors emphasize the effect of the events on their language program: "After three years of implementing this program, the language department [North Rose-Wolcott High School] has become one of the most active in the school....More students are taking advanced courses; more students are studying both French and Spanish; many more students are enrolled in first level courses (up 50% last fall). Language students have also developed a feeling of unity and purpose."

Conklin, Mildred and Stephen Murphy. Total Immersion Camping. 1976, 14 pp. ED 163 788.

Although total immersion camping experiences at North Rose-Wolcott High School have been described by the authors in Foreign Language Annals (see entry above), the present document gives sample materials for carrying out the planned projects, e.g., a preliminary proposal for the administration and Board of Education, letter to families of students, schedule of events, games, list of what to take, contract, and a followup report to the Board of Education.

Dreher, Barbara B. A Second Language Experience at an International Summer Camp: Measurements of Phonology and Word Recognition. Hispania 54 (May 1971):322-26.

This article describes an attempt to measure language learning at a summer camp. The subjects for the study were eleven-year-olds attending the Children's International Summer Village held at Michigan City, Indiana in 1969. It is important to note that the main focus of the camp was not on language acquisition, although some learning did take place as the children played together. The camp's official language was English, and the primary goal was to promote international understanding by bringing youngsters from different countries together in a pleasant social situation. The tests were designed to measure language skills acquired informally during the four-week session. The testing consisted of two parts:

(1) Native English speakers were shown pictures of nonexistent objects that were used to elicit meaningless words in Spanish, and Spanish speakers were asked to produce nonsense words in English to describe pictures of imaginary objects. Success in producing words sounding like the opposite language was measured. English-speaking campers produced Spanish sounds that were judged to be more accurate phonologically than the English-speaking control group (students with no previous contact with Spanish). The implication was that the association at camp with Spanish-speaking children was the prime influencing factor. Similar results were shown for Spanish-speaking children producing English nonsense words in comparison with Hispanic children who had no contact with English.

(2) An English vocabulary recognition test was given to Spanish-speaking children. The author reports that "according to Ammons' norms on 360 American school children, scores on the picture vocabulary test improve by four points between the ages of 11.5 and 12.5....Using these norms the six-point increase in scores exhibited by the Spanish children represents better than one year's growth." There was no established Spanish vocabulary test to administer to the English speakers.

Ervin, Gerard L. So You're Going to Have a Language Camp? Some Suggestions for Making It Work. Foreign Language Annals 9 (April 1976): 109-16.

Fourteen different high schools were represented at the statewide Russian language camp organized by Ohio teachers with the support of the Center for Slavic and East European Studies at The Ohio State University. A 4-H camp 50 miles north of Columbus was transformed into a Russian village where 125 students gathered for the weekend to speak only Russian, learn folk dances, make Ukrainian Easter eggs, participate in a chess tournament, and view Russian films.

The article provides much helpful information on planning a weekend language camp. The author gives concrete suggestions on selecting facilities, preparing food, providing transportation, and setting up a program, and also discusses in detail publicity, financing, and central coordination. The reader is advised of certain pitfalls in planning: for example, finding available camp facilities is easier in the fall than in the spring, but organizers must avoid scheduling the event on a major football weekend.

Friedrichsmeyer, Erhard M. The Language Camp, a Different Approach to Elementary Foreign Language Instruction. German Quarterly 35 (May 1962): 222-26.

A German language camp for ten- to twelve-year-old participants was initiated in 1961 as a project of Concordia College Language Camps. [Since that time the camp has become part of Concordia's annual summer program.] The goal of the first camp was to inspire in the youngsters an emotional attachment to German and to give them the opportunity to use the language in everyday situations. Although an attempt to use German exclusively was considered unrealistic, campers were encouraged to communicate in the target language while participating in group activities. During the two-week camp, all 75 participants took part each day in two formal class sessions and two informal small-group (eight-ten students) meetings. After a week, a test was given in which all camp signs had to be identified and pronounced correctly. Participants also had to have some knowledge of the German region represented by their cabin name. The reward was a camp emblem button and an Alpine hat. The organizers hoped that the interest and incentive fostered by the camp experience would be a determining factor in participants' choosing to study German in high school or college.

Haukebo, Gerhard K. Summer Foreign Language Programs for School Students. Foreign Language Annals 2 (May 1969):477-80.

A survey of state foreign language consultants was made by the author during the summer of 1968 to find out what kinds of domestic summer foreign language programs were available to elementary and secondary students. Thirty-eight states reported organized programs, the most common of which was classroom instruction in the school, both serving remedial needs and providing advanced study for exceptional students. A few noncredit summer enrichment programs, such as the Language Day Houses in Chicago (see Choldin, above), are mentioned. The author notes that "the foreign language camp idea seems widespread...thirteen state consultants report at least one language camp in their states." The states are not identified, nor are any of the programs described, except for one in Minnesota. The article ends with a description of the Concordia Language Camps, which Haukebo helped develop.

_____ and David Green, eds. Language Camps, New Directions and Dimensions in Foreign Language Learning. Moorhead, MN: Concordia College, 1964.

The most complete description available of a summer language camp, this 80-page bulletin contains the philosophy and goals of the camp, details on facilities, administration, daily activities and schedules, job descriptions, sample forms (health, admissions, etc.), and suggestions for language instruction. The publication would be very helpful to anyone organizing a language camp, even one on a much smaller scale than Concordia's.

Hyatt, Frank K. and Sarah L. Aloisio. It's the Atmosphere That Counts: Total Immersion in a Foreign Language. NASSP Bulletin 54 (March 1970): 72-78.

Students at Kenmore East Senior High School in Tonawanda, N.Y. are offered a summer language program, the purpose of which is "to allow teachers and students to abandon the conventional methods of instruction and to immerse themselves in the culture and the language." Four-hour daily meetings are held during the 30-day summer session. With the aid of movies, slides, games, and readings, an average of 30 students are immersed in the mores and cultures of Spanish-speaking countries. Although the program includes students interested in Spanish on a noncredit basis, the majority of the participants take a final test, which determines one-half of the final grade. The other half of the grade is based on instructors' observations of daily student performance. The goal of the institute, state the authors, is "to attract more students who wish to study for the joy of studying. We would like to move away completely from the test-conscious pupils--and teachers." French and German institutes have also been organized using techniques and methods similar to the Spanish program.

Love, F. William and Lucille J. Honig. Options and Perspectives, A Sourcebook of Innovative Foreign Language Programs in Action, K-12. New York: The Modern Language Association of America, 1973. Also ED 107 100.

This publication includes five reports on language camp programs:

"Foreign Language Incentive Program (FLIP)," pp. 56-64.

A three-day summer institute called FLIP was initiated by high school teachers and students from isolated areas of Wyoming and held at Casper College in June 1972. A unique aspect of the program was the involvement of participants in planning the institute. Seven different student committees, with the help of teacher advisors, worked for nine months to make the French, Spanish, and German camps a reality. Details on activities, program goals, organization, funding, and adaptability of the concept to other places are well presented and may serve as an inspiration to the reader.

"German Language Summer Camp," pp. 86-96.

The Berghaus ski lodge in the Cascade Mountains of Washington was the site of a summer language camp organized in 1972 by German language instructors from Seattle and a German-American ethnic organization. The budget for the camp was based solely on fees paid by the 27 participants ($100 per student covered two weeks of room and board and the use of recreational facilities). Students between the ages of 12 and 18 representing various skill levels (some had had no previous training in German) were accepted. A description of the camp's development, program goals, methodology, staff, program evaluation, and budget is given in the report.

"Foreign Language Day House Institutes," pp. 225-31.

The Summer Foreign Language Day House Institutes, sponsored by the Chicago Board of Education and held at the University of Illinois' Chicago Circle campus, offer a summer enrichment program to students in French, German, Spanish, and Latin. For eight weeks the students attend sessions from 9 a.m. to 1 p.m., where they are given language instruction and participate in discussions with native speakers from many different backgrounds. Activities, student grouping and scheduling, role of teachers, funding, and program evaluation are discussed in the report. The information given in this report serves as an update to Choldin's article (see above) on the same subject.

"Concordia Language Villages," pp. 268-71.

Concordia College in Moorhead, Minnesota sponsors an annual summer language camp program in French, Norwegian, German, Russian, and Spanish. [Finnish and Swedish have since been added.] Each campsite simulates the ambience of the target culture. Beginning, intermediate, and advanced levels of studies are offered to participants between the ages of 8 and 18. Special one-week sessions in French, German, Norwegian, and Spanish are for children 8-12. Campers have to be at least 9 years old to stay for the two-week sessions. At the advanced level, an intensive "credit course" requiring four weeks is offered, during which the performance of the

participant is evaluated and sent to the home school with a recommendation for credit.

The emphasis of the camps is on the informal use of the target language in the many camp activities. There are also large- and small-group instruction periods led by instructors using specially prepared materials for each level. Dialogues in the students' manuals relate to camp experiences. [The German, French, and Norwegian camps in the mountains of Montana, described in the article, no longer take place.] Counselors in the Concordia camps are American and foreign teachers and college students who assume a variety of roles.

"Weekend Foreign Language Camps," pp. 346-49.

In 1970, Russian teachers in Jefferson County, Colorado (Denver metropolitan area) received permission to turn a school district-owned ranch into a weekend language camp. All the county's high school Russian students were invited to participate along with many local Russian-speaking residents and professors. When the students arrived at the site of the two-day camp, they had to make their way into the Russian village by going through simulated immigration office procedures and customs inspection in the foreign language. Students participated in cooking, Ukrainian Easter egg painting, chess, singing, and watching films. The Russian camp is held in the winter; the same facilities are used in the spring for German, French, and Spanish camps. Each student and teacher pays $19.50 (1979) to cover food, and kitchen and custodial help. The language staff volunteers their time and much of the materials and equipment. A slide/tape presentation of the camps is available for a rental fee of $10 from Larry McWilliams, Coordinator of Foreign Languages, Jefferson County Public Schools, 1209 Quail St., Lakewood, CO 80215.

Nieves-Squires, Leslie C. Concordia College Language Village Assessment: Learning French, German, Russian, Swedish, Norwegian and Spanish in Experiential Settings. Moorhead, MN: Concordia College, 1978. 73 pp. ED 174 028.

This report represents the first attempt to assess the relative strengths and weaknesses of the Concordia language camps. Several meetings were held with the deans of each camp in order to determine the types of efforts being made in the camps. The research team then devised a questionnaire that was the basis for a survey of local school teachers. Teachers who had contact (in the classroom) with former campers were to respond to the questions. The questionnaire was divided into two parts, (1) Elements of Simulation and (2) Areas Affecting Classroom Performance. (1) Since one of the goals of the camps is to create the ambience of the target culture, the village deans were asked to list the major elements of their simulations. The teachers were asked to indicate the importance of each item on the list. (2) Teachers were asked to compare students in their classrooms who had attended camps with those who had not. Fifteen items were given, such as interest in foreign language in general, ability in pronunciation, knowledge of grammar, etc. Seventeen pages of teachers' additional comments on the program are included at the end of the report. The research also contains

demographic information used in making generalizations about the program.

Information gathered from the survey is clearly presented in graphs for each language. They show that the most important elements in the language village simulation for all languages combined are (1) speaking the foreign language, (2) speaking the foreign language to acquire necessities, (3) getting acquainted with natives of the foreign country, and (4) activities conducted in the foreign language. The graphs also illustrate that the most important elements affecting classroom performance for all languages combined are (1) interest in the foreign language, (2) willingness to use target language in the classroom, and (3) knowledge of cultural background and people.

One must keep in mind that the results represent the teachers' perceptions of students' responses to the items. Surveys of parents and former villagers are being prepared.

Pillet, Etiennette and Roger Pillet. French at Camp. Elementary School Journal 65 (Feb. 1965):247-52.

A weekend language camp was conceived as a reward for high achievers in French at the University of Chicago Lab School. Students who performed well after five years of language study (beginning in the third grade) were selected to attend a three-day camp. After sponsoring the camp for three years (1962-64), the authors came to a significant conclusion: although the first camp was intended as a reward, the effectiveness of the experience in stimulating language learning became the dominant rationale for sponsoring the event. Details on preparation, schedules, staffing, and activities are clearly presented. Under "Observations" and "Recommendations" the authors frankly discuss both the problems and the successful aspects of the camp. The discussion would be particularly useful to organizers of a language camp for young students (10-14 years old).

Vick, Nancy. Foreign Travel--At Home. NASSP Bulletin 54 (March 1970):115-19.

A simulated trip to Mexico called Mes Mexicano (Mexican Month) brings high school students to a cultural island in Fort Worth, Texas, where they speak Spanish for three hours a day during a four-week summer session. The Mexican "guides" (teachers) lead folk dancing and singing and take the "tourists" (students) on a vicarious trip to Mexico through the use of filmstrips. The author mentions that "the students gained approximately one year's proficiency in ability to speak and understand the language." A French program has been created with teachers from France and Belgium, who direct such activities as role playing and producing an original play.

Sources of Activities for Language Camps

Arendt, Jermaine C., ed. The Twin City Institute for Talented Youth: Spanish, German, French, Russian. Minneapolis Public Schools Foreign Language Newsletter 10 (Dec. 1971). 23 pp. ED 056 623.

This joint language project of the Minneapolis and St. Paul schools provides a stimulating, innovative program for secondary school students. This document contains reports on experiments with new curriculum and teaching techniques in French, Spanish, German, and Russian. Many of the activities described would be particularly appropriate for a language camp. The list of materials, which includes books, films, games, records, and tapes in each language, is very useful.

Bonin, Thérèse M. and Diane W. Birckbichler. Real Communication through Interview and Conversation Cards. Modern Language Journal 59 (Jan.-Feb. 1975):22-25.

Useful techniques for getting students involved in small-group conversations are presented along with examples in the target language. The authors believe that the cards "increase students' opportunities to participate and practice in a meaningful and personalized context," which is one of the goals of a language camp.

Bradford, Suzanne, comp., and others. Foreign Language Games. 1974, 13 pp. ED 125 243.

An annotated list of 29 games that can be used in a language camp. An introductory listing of all the game titles gives their application (vocabulary and/or grammar), a rating (on a three-point scale) of the amount of preparation time required of the teacher, and the time required to play the game. Annotations follow for each of the games, giving the equipment required, the rules, and, in some cases, variation and/or comments.

Carter, Thomas P. Crossword Puzzles in the Foreign Language Classroom. Modern Language Journal 58 (March 1975):112-15.

The author gives some interesting variations on the use of crossword puzzles, which would be a helpful quiet-time activity for language campers.

Crawshaw, Bernard, comp. Let's Play Games in French. Skokie, IL: National Textbook Co., 1978.

An excellent source of activities for camp. The book contains 292 games, skits, and teacher aids divided into beginning, intermediate, and advanced levels. There is also a bibliography listing other sources for games, puzzles, and conversations in French. The final page lists French paperbacks and duplicating masters put out by the publisher.

Eddy, Peter A., ed. An Idea Book for Language Teachers. Oregon Association of Foreign Language Teachers, 1977. 77 pp. ED 148 171.

This collection of language-teaching ideas is the result of a four-week workshop held in July and August 1976 for language teachers in the Northwest. Sponsored by a grant from the National Endowment for the Humanities, the workshop focused on cross-cultural communication and language-teaching methods. After trying new ideas acquired during the workshop in their classrooms, the teachers of French, Spanish, and German returned in January 1977 to evaluate the effectiveness of the ideas when put into practice. The report contains a wealth of activities that can be used in a language camp. A section called "Audio-Motor Units" transforms language study into action. "Cultoons" (cultural cartoons) show amusing aspects of cultural differences, which can be discussed or acted out. Other sections include ideas for mini-dramas, games, and role playing.

French Modules Project, Rebecca Ullmann, Director; The Ontario Institute for Studies in Education; 252 Bloor Street West, 10th Floor; Toronto, Ontario, Canada M5S 1V6

A language camp activity focusing on Canadian French could easily be organized by using a series of modules produced by language researchers at The Ontario Institute for Studies in Education. Each module is a self-contained kit dealing with a specific aspect of French Canadian culture and language. Le français parlé au Canada deals with some pronunciation factors of québecois French; De chez nous focuses on Quebec; Chansons et chansonniers presents popular singers; Le temps des sucres describes sugaring-off time in Quebec and the making of maple syrup products. Sixteen different modules have been prepared dealing with subjects from politics to sports. Each kit contains 35 booklets, a cassette, and, in some cases, a filmstrip. A teacher's guide is included with many suggestions for activities. The modules will also be available through the ERIC system and will be announced in the May 1980 issue of Resources in Education.

Grobe, Edwin P. 300 Word Games for Foreign Language Classes. Portland, ME: J. Weston Walch, 1969.

There are enough creative ideas in this book to keep language campers entertained for several weeks. Many team games are described, each with an instructional value in the target language. All levels are included, and most of the games require materials that are easily available--pencils, paper, a deck of cards, a map of the foreign country. The games cn be played in any foreign language.

Hubp, Loretta B., comp. Let's Play Games in Spanish. Vols. I and II. Skokie, IL: National Textbook Co., 1974, 1976.

Volume I is for younger Spanish students from kindergarten to the eighth grade. Volume II is appropriate for intermediate and advanced students. Although the explanation for the games is given in English, all dialogues and vocabulary are in Spanish. The collection also contains songs and piano music.

Jarvis, Donald K. Teaching Foreign Etiquette in the Foreign Language Class: Student Involvement Techniques. Foreign Language Annals 8 (May 1975):138-43.

Instructional games, mini-dramas, and role playing are used to get students actively involved in learning about cultural differences. The author gives a useful reference guide for information on comparative etiquette in French, German, Hispanic, and Russian cultures.

Lac du Bois (Lake of the Woods): Level III. Moorhead, MN: Concordia College, 1974. 21 pp. ED 087 192.

Designed for a summer camp program, dialogues in French include vocabulary for camping, vacations, sports, music, nature, and singing. Each lesson begins with a proverb, accessory materials needed, and special vocabulary.

Omaggio, Alice C. Games and Simulations in the Foreign Language Classroom. Language in Education Series, No. 13. Arlington, VA: Center for Applied Linguistics/ERIC Clearinghouse on Languages and Linguistics, 1978. (See p. 35 for ordering information.) Also ED 177 887.

This document contains a great many ideas for getting students involved in speaking the target language as they participate in games and simulate real situations. Materials are organized in terms of their usefulness for reaching specific instructional objectives. Sample games are provided in English, French, German, Russian, Spanish, Chinese, and Italian.

Saunders, Helen V., comp. Fun and Games with Foreign Languages. 1974, 28 pp. ED 096 857.

Eleven West Virginia teachers contributed the 29 games included in this publication. All the games have been classroom tested for their educational and motivational value.

Schmidt, Elisabeth, comp. Let's Play Games in German. Skokie, IL: National Textbook Co., 1977.

The games are geared to grades 9-12 but may be used at any level. The games are arranged in order of difficulty and are categorized as spelling games, article games, verb games, etc. Other paperback publications by the same company are listed on the final page.

Wegner, Hart. Feature Films in Second Language Instruction. CAL·ERIC/CLL Series on Languages and Linguistics, No. 47, 1977. 28 pp. ED 136 585. [May also be ordered directly from the ERIC Clearinghouse on Languages and Linguistics, $2.50]

Using films as part of language camp activities can be both entertaining and instructional. The author of this publication discusses the organization of a film project in a second language course. A discussion of classroom techniques and teaching methods covers the

use of the soundtrack, the screenplay, and the film itself. A list of film distributors and films that are available is provided, as well as guidelines for equipment.

Resources and Services

Behrens, Sophia. Directory of Foreign Language Service Organizations. Language in Education Series, No. 1. Arlington, VA: Center for Applied Linguistics/ERIC Clearinghouse on Languages and Linguistics, 1978. (See p. 35 for ordering information.) Also ED 153 503.

The directory provides a convenient reference guide on the availability of resources and services that can be of help to language camp organizers. The publication is divided into three sections: (1) Foreign Language Service Organizations, (2) Language Index, and (3) Publishers and Distributors of Foreign Language Materials.

Distributors

The following is a partial list of distributors of foreign language materials who provide catalogues upon request. (For a more comprehensive list of distributors see the above-mentioned directory.)

ACTFL Materials Center
2 Park Avenue
New York, NY 10016

Provides a complete list of publications. Three booklets that we have found to be very useful in language camp are

La Artesanía Mexicana. Excellent craft ideas with explanations in both English and Spanish.
El Arte Culinario Mexicano. A cooking guide including recipes and vocabulary in both English and Spanish.
Un voyage par le train. Contains activities, dialogues, and vocabulary for a train trip. Could be used in role playing.

Educational Audio Visual Inc.
Pleasantville, NY 10570

Publishes a catalogue containing conversation and grammar materials, literature, songs and folklore, filmstrips, etc., in French, Spanish, German, and Latin.

Gessler Publishing Co., Inc.
220 East 23rd Street
New York, NY 10010

Catalogue (Realia) offers many useful items, such as filmstrips, tapes, puppets, cuisine books, games, maps, flags, etc. We enjoyed using their collection of puppet plays called Guignol à l'école. French campers made their own puppets as a craft project and then perfected the dialogue from Guignol.

Goldsmith's Audio Visuals
AIV & Language Department
301 East Shore Rd.
Great Neck, NY 11023

Games, slides, realia, books, maps, records, and tapes are shown in the catalogue. The company asks that you specify the target language when sending for a catalogue.

The Kiosk
19223 De Havilland Drive
Saratoga, CA 95070

Publishes a catalogue featuring games, puzzles, vocabulary builders, postcards, bumper stickers, badges, etc., in French, German, and Spanish. Some items are also available in Italian and Latin.

Milliken Publishing Co.
1100 Research Blvd.
St. Louis, MO 63132

Duplicating books with ditto masters for Spanish, French, and German (sounds, structures, verbs, and vocabulary) are very helpful. The vocabulary books contain pictures with words in the target language, thus avoiding the translation process.

National Textbook Company
8259 Niles Center Rd.
Skokie, IL 60077

In addition to many useful textbooks, catalogue also lists games, records, tapes, puzzles, and word games in several languages.

J. Weston Walch, Publisher
Box 658
Portland, ME 04104

Materials in French, German, Latin, and Spanish are described in the free catalogue. Guessing games (including a cassette), puzzles, posters, and many visual masters of basic gestures are included among the practical teaching aids in foreign languages.

Wible Language Institute
Audiovisual Bilingual Teaching Materials
24 S. Eighth St., P.O. Box 870
Allentown, PA 18105

Tapes, records, filmstrips, conversation pictures, etc., are available. To obtain a catalogue, write on school stationery furnishing school address and specify French, German, or Spanish catalogues.

Lois Vines (Ph.D., Georgetown University) is Assistant Professor of French at Ohio University, where she teaches courses in language and literature. Director of the French section of Ohio University's Summer Language Camp from 1975-77, she has continued to serve on the camp advisory committee since that time. Articles by Dr. Vines have appeared in the AATF National Bulletin and French Forum.

LANGUAGE IN EDUCATION: THEORY AND PRACTICE

Volume 1 (1977-78)

1. Directory of Foreign Language Service Organizations, by Sophia Behrens. $3.95. ED 153 503
2. The Linguist in Speech Pathology, by Walt Wolfram. $2.95. ED 153 504
3. Graduate Theses and Dissertations in English as a Second Language: 1976-77, by Stephen Cooper. $2.95. ED 153 505
4. Code Switching and the Classroom Teacher, by Guadalupe Valdes-Fallis. $2.95. ED 153 506
5. Current Approaches to the Teaching of Grammar in ESL, by David M. Davidson. $2.95. ED 154 620
6. From the Community to the Classroom: Gathering Second-Language Speech Samples, by Barbara F. Freed. $2.95. ED 157 404
7. Kinesics and Cross-Cultural Understanding, by Genelle G. Morain. $2.95. ED 157 405
8. New Perspectives on Teaching Vocabulary, by Howard H. Keller. $2.95. ED 157 406
9. Teacher Talk: Language in the Classroom, by Shirley B. Heath. $2.95. ED 158 575
10. Language and Linguistics: Bases for a Curriculum, by Julia S. Falk. $2.95. ED 158 576
11. Teaching Culture: Strategies and Techniques, by Robert C. Lafayette. $2.95. ED 157 407
12. Personality and Second Language Learning, by Virginia D. Hodge. $2.95. ED 157 408

Volume 2 (1978-79)

13. Games and Simulations in the Foreign Language Classroom, by Alice C. Omaggio. $5.95.
14. Problems and Teaching Strategies in ESL Composition, by Ann Raimes. $2.95.
15. Graduate Theses and Dissertations in English as a Second Language: 1977-78, by Stephen Cooper. $2.95.
16. Foreign Languages, English as a Second/Foreign Language, and the U.S. Multinational Corporation, by Marianne Inman. $4.95.
17. Testing Oral Communication in the Foreign Language Classroom, by Walter H. Bartz. $2.95.
18. Intensive Foreign Language Courses, by David P. Benseler and Renate A. Schulz. $3.95.
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22. Adult Vocational ESL, by Jo Ann Crandall. $5.95.

Volume 3 (1979-80)

23. A Linguistic Guide to English Proficiency Testing in Schools, by Thomas G. Dieterich and Cecilia Freeman. $4.95.
24. Testing in Foreign Languages, ESL, and Bilingual Education, 1966-1979: A Select, Annotated ERIC Bibliography, compiled by Dale L. Lange and Ray T. Clifford. $7.95.
25. ACTFL 1979: Abstracts of Presented Papers. $5.95.
26. A Guide to Language Camps in the United States, by Lois Vines. $3.95.

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